

Name: _____

Ancient Greece Webquest

Task 1: Visit the Task 1 website and fill in the blanks or answer the questions about the Ancient Greek city-state of Athens.

http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/athens/

I. Why was Athens great?

- Athens was the _____ city-state in Greece.
- Athens had valuable resources like silver, _____, and marble.
- Athens had the biggest _____ in Greece.
- On a rocky hill called the Acropolis stood a temple called the _____ where a statue of Athens protector-goddess _____ stood.

II. People Power

- Around 500 BC Democracy was born in Athens. Democracy means _____
- Only _____ could vote, women, _____, and foreigners were not considered citizen so they could not vote.

III. Guilty or Not Guilty

- Describe one way courts in Athens were similar to courts today.

- Describe one way courts in Athens were different from courts today.

IV. Slaves

- Describe 3 ways someone could become a slave in Athens.

- How could a slave in Athens become free?

V. Life in Athens

- Athens had yearly festivals, _____, _____, and religious occasions.
- Athenians paid _____
- Every man age _____ could be made to serve in the military.

Ancient Greek Webquest Answers

Victor M. Corman



Ancient Greek Webquest Answers:

Learning on the Net Alan Pritchard, 2013-01-11 First Published in 2005 Examining the ways in which the internet and other information sources can be used to maximum potential within the classroom this book Underpins how pupils can use the internet to improve their literacy numeracy and scientific skills Offers a range of suggestions and activities for direct use in the classroom Bridges the gap between theory and practice Drawing upon the most recent classroom research this is a must have text for students teachers and curriculum leaders looking for very practical advice on how to improve their skills in this area CIRCE A CLASSICS & ICT RESOURCE COURSE FOR EUROPE A manual for teachers of classical subjects in secondary schools throughout Europe Julian Morgan (Ed), Veerle De Troyer, a.o., *Effective Teaching with Internet Technologies* Alan Pritchard, 2007-06-19 The aim of this book is to support schools in using the internet effectively Refreshingly it has a strong pedagogical focus and emphasises the value of technology to support learning Overall a useful book that should help schools in thinking about how the internet might enhance teaching and learning Learning Teaching Update All schools now have internet access but the potential of internet technology as a teaching and learning tool is still far from fully realised This timely book helps teachers develop pedagogical skills in using the internet through a series of case studies of good practice all of which are based on extensive classroom research Accessible and practical it is a guidebook on how integrate the use of technology across teaching and learning The book offers a range of ideas which can be used in different classroom settings The emphasis is on practical ways of developing skills in teaching and learning rather than on the technical specifics of the technology itself Illustrative material examples of children s work website links and further details of how projects were set up are presented on a companion website Chapters include The internet and its use in Education what is the internet and what is its history in schools Pedagogy and the Internet what impact is new technology having on teaching styles Learning Theory past and current perspectives Teaching with the internet a series of case studies analysed in terms of pedagogy learning theory and the effectiveness of the teaching and the learning Effective Teaching with the Internet some guidelines for good practice This book will appeal to teachers in training as well as practising teachers ICT co ordinators and those on CPD courses Metacognition: Fundamentals, Applications, and Trends Alejandro Peña-Ayala, 2014-10-30 This book is devoted to the Metacognition arena It highlights works that show relevant analysis reviews theoretical and methodological proposals as well as studies approaches applications and tools that shape current state define trends and inspire future research As a result of the revision process fourteen manuscripts were accepted and organized into five parts as follows Conceptual contains conceptual works oriented to 1 review models of strategy instruction and tailor a hybrid strategy 2 unveil second order judgments and define a method to assess metacognitive judgments 3 introduces a conceptual model to describe the metacognitive activity as an autopoietic system Framework offers three works concerned with 4 stimulate metacognitive skills and self regulatory functions 5 evaluate metacognitive skills and self

regulated learning at problem solving 6 deal with executive management metacognition and strategic knowledge metacognition Studies reports research related to 7 uncover how metacognitive awareness of listening strategies bias listening proficiency 8 unveil how metacognitive skills and motivation are achieved in science informal learning 9 tackle stress at learning by means of coping strategies Approaches focus on the following targets 10 social metacognition to support collaborative problem solving 11 metacognitive skills to be stimulated in computer supported collaborative learning 12 metacognitive knowledge and metacognitive experiences are essential for teaching practices Tools promotes the use of intelligent tutoring systems such as 13 BioWorld allows learners to practice medical diagnostic by providing virtual patient cases 14 MetaHistoReasoning provides examples to learners and inquiries about the causes of historical events This volume will be a source of interest for researchers practitioners professors and postgraduate students aimed at updating their knowledge and finding targets for future work in the metacognition arena

Social Studies for Secondary Schools Alan J. Singer, 2008-10-26 This popular text advocates an inquiry and activity based view of social studies teaching that respects the points of view of students and teachers Based in practice and experience it offers systematic support and open honest advice for new teachers is conversational not pedantic and provides lots of examples While the structure and most of the topics remain largely the same as before this Third Edition presents new lesson ideas in every chapter especially designed to help new teachers to address learning standards to work in inclusive settings and to promote literacy and the use of technology in social studies classrooms puts a heavier focus on what is important to know and why includes new essays on the politics of social studies education responds to opponents of project or activity based social studies instruction and multicultural education with a sharpened defense of both of these approaches throughout the book Intended as a text for undergraduate and graduate pre service social studies methods courses this text is also useful for in service training programs as a reference for new social studies teachers and as a resource for experienced social studies educators who are engaged in rethinking their teaching practice ECEL2009- 8th European Conference on E-Learning, Dan Remenyi, 2009

Situating Language Learning Strategy Use Zoe Gavriilidou, Lydia Mitits, 2021-01-06 This book presents the latest research on the role of strategy use and development in second and foreign language teaching and learning It comprises a wide selection of studies which cover topics such as strategic training of young EFL learners promoting critical thinking through video gaming language learning strategies for languages other than English and the contribution of language learning strategies to the development of the four language learning skills It will equip scholars and practitioners with the knowledge to help them better appreciate how language learning strategies contribute to and are linked with language learning processes The contributing authors share research from their various contexts which range from primary to tertiary education and discuss the need for fine tuned strategy categorization conscious self regulation and proposed strategy instruction

Designing Instruction Judith K. March, Karen H. Peters, 2008 A fresh new approach that strengthens the

need for teaching with creative thinking strategies for administrative leadership teams Few textbooks have such detailed examples combined with the background study of best practices The authors have great credibility experience resources and abundant research to support their proposal A very well written text offering ample review of the research Sara E Spruce Professor of Education Olivet Nazarene University Use this research based instructional model to meet students achievement goals As the achievement gap between advantaged and disadvantaged students gets wider teachers and administrators need a proven process to help all students meet the requirements of NCLB This practitioner friendly guidebook provides a step by step approach to a complete standards based curriculum and the integration of best practices into the delivery and assessment of instruction in every classroom The authors present three capacity building features of the design process 1 training for building leadership teams to help teachers plan and lead the reform process 2 stewardship training to assist district administrators and principals in supporting and sustaining the implemented reforms and 3 a collaborative observation process to help teachers work together and in partnership with principals to monitor and improve classroom instruction Offering an education model that has been field tested with more than 50 school districts in the U S and Canada this book shows school leaders how to maximize collaborative observation and other team leadership processes to integrate reforms into a school s existing culture Educators will learn ways to Integrate instructional design with successful instructional reform Strengthen the learning culture through standards Develop effective performance indicators Apply curriculum mapping to instructional design Designing Instruction supports teachers and administrators working together to raise student achievement by using proven instructional design and best practices

Greek Mythology Bundle Grades 4-7 Mrs. Mc's Shop, 2014 This bundle is a great way to review Greek Mythology Included are three engaging activities that will keep your students interested as they learn and review the myths This bundle is a great way to review Greek Mythology Included are three engaging activities that will keep your students interested as they learn and review the myths Included are Webquest Task Cards Greek Mythology Grades 4 7 This set of 24 task cards is a great way to review Greek Mythology while your students are reading for information and using the internet to answer the questions Each Card is a Mini Quest with a link and 2 questions about characters in Greek Mythology Greek Myth Bingo Fun Review of Greek Gods and Mythology Includes questions about people places and events will lead your students through a fun review and reinforce the concepts you re teaching The students will enjoy this colorful game as they build their skills The game includes 32 Greek Mythology themed cards 48 calling cards with the answers provided Greek Myth Task Cards Grades 4 7 These task cards provide a fun way to review the Myths and gods of Ancient Greece This package contains the following 32 Task Cards Student Worksheets Answer Key Each of these is available separately in my shop Visit my shop Mrs Mc s Shop at Teacher s Notebook Or view this product Greek Mythology Bundle Grades 4 7

Reviewing **Ancient Greek Webquest Answers**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing. Within the pages of "**Ancient Greek Webquest Answers**," an enthralling opus penned by a highly acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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